Barrington Haddon Heights Lawnside Merchantville

School District School District School District School District

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**Course Name: Health**

**Grade: 3,4 & 5**

Board Approved: September 8, 2022

\*All curriculum is aligned with the NJSLS in accordance with the Department’s curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

**New Jersey Student Learning Standards**

**for**

**Comprehensive Health and Physical Education**

**INTRODUCTION**

**Comprehensive Health and Physical Education in the 21st Century**

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable, productive, and also

emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond

their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the

contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle

that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

**Mission:** *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical,*

*social, and emotional wellness.*

**Vision:** A quality comprehensive health and physical education program fosters a population that:

• Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.

• Engages in a physically active lifestyle.

• Is knowledgeable about health and wellness and how to access health resources.

• Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health

products and services.

• Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.

• Is accepting and respectful of individual and cultural differences.

• Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health

and safety issues.

**Intent and Spirit of the Comprehensive Health and Physical Education Standards**

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary

connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and

assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards

is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global

community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents

published by national content-specific organizations as well as public health and other education organizations and agencies.

**Revised Standards**

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments.

Revisions to the standards include cumulative progress indicators that reflect:

o Recently enacted legislation outlined in the section below

o An emphasis on health literacy, a 21st century theme

o Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other

countries

o Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention

o Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public

schools, including those enacted from 2009-2014:

• Dating Violence Prevention Bill: N.J.S.A. 18A:35-4.23 a (2010) requires instruction in dating violence prevention.

• CPR/ AED Instruction Bill: N.J.S.A. 18A:35-4.28-4.29 (2014) requires public high schools to provide instruction in cardiopulmonary

resuscitation and the use of an automated external defibrillator to each student prior to graduation.

Health Literacy includes:

• Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are

health enhancing.

• Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress

reduction.

• Using available information to make appropriate health-related decisions.

• Establishing and monitoring personal and family health goals.

• Understanding national and international public health and safety issues.

The 2020 revisions now will incorporate the following New Jersey Legislative Statutes related to the health and well being of students from 2014-2020:

* Consent (N.J.S.A. 18A:35)
* Mental Health (N.J.S.A. 18A:35-4.39)
* NJ Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41)
* Sexting (N.J.S.A. 18A:35-4.33)
* Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a)

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| **STANDARD:2.1 Personal and Mental Health**  **STANDARD:2.3 Safety**  **Grade 3** | | | |
| --- | --- | --- | --- |
| **Unit 1: Wellness/Bike Safety** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| **2.1.5.PGD.1:** Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).  **2.3.5.PS.1:** Develop strategies to reduce the risk of injuries at home, school, and in the community.  **2.3.5.PS.2:** Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).  **2.3.5.PS.3:** Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation. | *Students will be able to independently use their knowledge to…*   * The student will be able to identify bicycle parts and road signs; comprehend the importance of bike safety; * Comprehend the importance of helmets * Recall bike safety rules | | |
| **MEANING** | | |
| CORE IDEAS   * Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. * Health is influenced by the interaction of body systems. | ESSENTIAL QUESTIONS   * What are bike safety rules? * Why are helmets important when riding a bike? * Do road signs apply to people riding a bike? | |
|
| **Unit 1: Grade 3 - Lessons** | | | |
| **Lesson 1- 2.1.5.PGD.1:** Wellness Overview  **Lesson 2-2.3.5.PS.1:** Bike Maintenance  **Lesson 3 - 2.3.5.PS.3:** Road Sign Rally  **Lesson 4 -2.3.5.PS.3:**  Melon Drop  **Lesson 5 - 2.3.5.PS.3:** Bicycle Jeopardy  **Lesson 6 -2.3.5.PS.3:** Bike Safety Quiz | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Do Now  Discuss with a Partner  Chalk Talk  Ticket to Leave  Quizzes  Classwork supplemental to information presented  Graphic Organizers | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Teacher created tests/quizzes  Comprehension Questions throughout lesson | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | **Suggestion: Performance Task**  Bicycle Jeopardy  Students are in groups playing bicycle jeopardy where questions will be categorized in point value. They will follow the rules of jeopardy, but will serve as a review game for their unit test. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| -Worksheets  -Google Classroom | | -Student Handouts  -Internet/Newspaper articles  Scholastics Articles/ Newsela | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.12.RI.9-10.1  LA.12. RI.11-12.1 | **Math**  MA.12.3.S-ID.B.5 | | **Science**  SCI.11-12.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP4 W.9-10.6 CAEP 8.1.12.A.2 | **Technology**  TECH 8.1.12.A.CS1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping**  **modeling** | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *6 Days* | | | |

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| **STANDARD: 2.3 Health Conditions, Diseases and Medicines**  **Name: Grade 4** | | | |
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| **Unit 1: Wellness/Respiratory System** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| **2.3.5.HCDM.1:** Identify conditions that may keep the human body from working properly, and the ways in which the body responds.  **2.3.5.HCDM.2**: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza) | *Students will be able to independently use their knowledge to…*   * label various parts of the respiratory system and explain their functions. | | |
| **MEANING** | | |
| CORE IDEAS   * There are actions that individuals can take to help prevent diseases and stay healthy. | ESSENTIAL QUESTIONS   * What are the parts of the respiratory system? * What are the functions of the respiratory system? | |
|
| **Unit 1: Grade 4 - Lessons** | | | |
| **Lesson 1-2.3.5.HCDM.1:** Respiratory System - Label Parts  **Lesson 2-2.3.5.HCDM.2:** Respiratory System Functions | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Do Now  Discuss with a Partner  Chalk Talk  Ticket to Leave  Quizzes  Classwork supplemental to information presented  Graphic Organizers | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Teacher created tests/quizzes  Comprehension Questions throughout lesson | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | **Suggestion: Performance Task**  **Respiratory System Worksheets**  Students are given a worksheet of the respiratory system and are asked to label the parts and explain their functions. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| -Worksheets  -Google Classroom | | -Student Handouts  -Internet/Newspaper articles  Scholastics Articles/ Newsela | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.12.RI.9-10.1  LA.12. RI.11-12.1 | **Math**  MA.12.3.S-ID.B.5 | | **Science**  SCI.11-12.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP4 W.9-10.6 CAEP 8.1.12.A.2 | **Technology**  TECH 8.1.12.A.CS1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping** | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *2 Days* | | | |

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| **STANDARD: 2.3 Alcohol, Tobacco and other Drugs**  **Name: Grade 4** | | | |
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| **Unit 2: Wellness/Smoking Education** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| **2.3.5.ATD.1:** Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).  **2.3.5.ATD.2:** Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. | *Students will be able to independently use their knowledge to…*   * The student will be able to list the effects of smoking on the respiratory system. | | |
| **MEANING** | | |
| CORE IDEAS   * The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences. | ESSENTIAL QUESTIONS   * What are the effects of smoking? * How does smoking affect the respiratory system? | |
|
| **Unit 2: Grade 4 - Lessons** | | | |
| **Lesson 1- 2.3.5.ATD.1:** Smoking effect**s**  **Lesson 2-2.3.5.ATD.2:** Smoking Lab Activity - Effects on Respiratory System | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Do Now  Discuss with a Partner  Chalk Talk  Ticket to Leave  Quizzes  Classwork supplemental to information presented  Graphic Organizers | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Teacher created tests/quizzes  Comprehension Questions throughout lesson  Unit Test | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | **Suggestion: Performance Task**  **Smoking Lab Activity**  Students will complete the smoking lab activity showing the effects smoking has on the respiratory system. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| -Google Classroom  -Worksheet | | -Magazine/Newspaper/Internet Articles  Scholastics Articles/ Newsela | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.12.RI.9-10.1  LA.12. RI.11-12.1 | **Math**  MA.12.3.S-ID.B.5 | | **Science**  SCI.11-12.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP4 W.9-10.6 CAEP 8.1.12.A.2 | **Technology**  TECH 8.1.12.A.CS1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping**  **modeling** | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment**  **independent study** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *2 Days* | | | |

| **STANDARD: 2.3 Personal Safety**  **Name: Grade 4** | | | |
| --- | --- | --- | --- |
| **Unit 3: Community Health Skills/Bullying** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| **2.3.5.PS.5:** Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.  **2.3.5.PS.6:** Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse. | *Students will be able to independently use their knowledge to…*   * differentiate between intentional and unintentional harm; explore bullying, harassment and discrimination. | | |
| **MEANING** | | |
| CORE IDEAS   * Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations. | ESSENTIAL QUESTIONS   * What is the difference between intentional and unintentional bullying? * What is the responsibility of a bystander? | |
|
| **Unit 3: Grade 4 - Lessons** | | | |
| **Lesson 1-2.3.5.PS.5**: Intentional vs Unintentional  **Lesson 2**-**2.3.5.PS.6:** Bullying, discrimination, intimidating | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Do Now  Discuss with a Partner  Chalk Talk  Ticket to Leave  Quizzes  Classwork supplemental to information presented  Graphic Organizers | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Teacher created tests/quizzes  Comprehension Questions throughout lesson  Unit Test | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | **Suggestion: Performance Task**  **Intentional vs Unintentional**  Students will create a table comparing the difference between intentional and unintentional forms of bullying. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| * Google Classroom * Worksheets | | * Internet/Newspaper Articles | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.12.RI.9-10.1  LA.12. RI.11-12.1 | **Math**  MA.12.3.S-ID.B.5 | | **Science**  SCI.11-12.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP4 W.9-10.6 CAEP 8.1.12.A.2 | **Technology**  TECH 8.1.12.A.CS1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping**  **modeling** | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment**  **independent study** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *2 Days* | | | |

| **STANDARD: 2.3 Alcohol, Tobacco and other Drugs**  **Name: Grade 5** | | | |
| --- | --- | --- | --- |
| **Unit 1: Alcohol** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| **2.3.5.ATD.1:** Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).  **2.3.5.ATD.2:** Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.  **2.3.5.ATD.3**: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.  **2.3.5.DSDT.1:** Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.  **2.3.5.DSDT.2:** Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.  **2.3.5.DSDT.3:** Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health. | *Students will be able to independently use their knowledge to…*   * able to research alcohol; list effects of alcohol on the body | | |
| **MEANING** | | |
| CORE IDEAS   * The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences. * Drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways. * The short- and long-term effects of substance abuse are dangerous and harmful to one's health. | ESSENTIAL QUESTIONS   * What are the effects of alcohol? * List 3 refusal skills to say “No” to alcohol | |
|
| **Unit 1: Grade 5 - Lessons** | | | |
| **Lesson 1-2.3.5.ATD.1,2:** Effects of Alcohol on the body  **Lesson 2-2.3.5.ATD.3:** Refusal Skills  **Lesson 3-2.3.5.DSDT.1,2,3:** What is Alcohol Abuse and Alcoholism? | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Do Now  Discuss with a Partner  Chalk Talk  Ticket to Leave  Quizzes  Classwork supplemental to information presented  Graphic Organizers | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Teacher created tests/quizzes  Comprehension Questions throughout lesson | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | **Suggestion: Performance Task**  Scenarios  Students are to use their refusal skills to answer the scenario questions peer pressuring into alcohol. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| -Worksheets  -Google Classroom | | -Student Handouts  -Internet/Newspaper articles  Scholastics Articles/ Newsela | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.12.RI.9-10.1  LA.12. RI.11-12.1 | **Math**  MA.12.3.S-ID.B.5 | | **Science**  SCI.11-12.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP4 W.9-10.6 CAEP 8.1.12.A.2 | **Technology**  TECH 8.1.12.A.CS1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping**  **modeling** | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment**  **independent study** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *2 Days* | | | |

| **STANDARD: 2.3 Personal Safety**  **Name: Grade 5** | | | |
| --- | --- | --- | --- |
| **Unit 2: Community Health Skills/First Aid** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| **2.3.5.PS.1:** Develop strategies to reduce the risk of injuries at home, school, and in the community.  **2.3.5.PS.2:** Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).  **2.3.5.PS.3:** Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation. | *Students will be able to independently use their knowledge to…*   * The student will be able to demonstrate 1st Aid procedures; | | |
| **MEANING** | | |
| CORE IDEAS   * Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. | ESSENTIAL QUESTIONS   * What circumstances in which 1st Aid is needed? * How do you care for a patient in need of 1st Aid? | |
|
| **Unit 2: Grade 5 - Lessons** | | | |
| **Lesson 1- 2.3.5.PS.1:** 1st Aid procedures and protocols  **Lesson 2-2.3.5.PS.2,3:** Scenario Worksheet | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Do Now  Discuss with a Partner  Chalk Talk  Ticket to Leave  Quizzes  Classwork supplemental to information presented  Graphic Organizers | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Teacher created tests/quizzes  Comprehension Questions throughout lesson | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | **Suggestion: Performance Task**  **Scenario Worksheet**  Students are given scenarios where they are required to use the 1st Aid procedures and protocols. Students are expected to write the list of procedures in appropriate order, given the situation. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| -Worksheets  -Google Classroom | | -Student Handouts  -Internet/Newspaper articles | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.12.RI.9-10.1  LA.12. RI.11-12.1 | **Math**  MA.12.3.S-ID.B.5 | | **Science**  SCI.11-12.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP4 W.9-10.6 CAEP 8.1.12.A.2 | **Technology**  TECH 8.1.12.A.CS1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping** | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *2 Days* | | | |

| **STANDARD: 2.1 Personal Growth and Development**  **Name: Grade 5** | | | |
| --- | --- | --- | --- |
| **Unit 3: Family Life/Puberity** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| **2.1.5.PGD.2:** Examine how the body changes during puberty and how these changes influence personal self-care.  **2.1.5.PGD.3:** Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.  **2.1.5.PGD.4:** Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).  **2.1.5.PGD.5:** Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health. | *Students will be able to independently use their knowledge to…*   * The student will be able to describe healthy family and peer relationships | | |
| **MEANING** | | |
| CORE IDEAS   * Puberty is a time of physical, social, and emotional changes. | ESSENTIAL QUESTIONS   * What are the changes that occur to the body during puberty? * What is the difference between the stages of puberty for girls and boys? | |
|
| **Unit 3: Grade 5 - Lessons** | | | |
| **Lesson 1-2.1.5.PGD.2,3:** Puberty - physical changes  **Lesson 2-2.1.5.PGD.4,5:** Puberty- feelings and emotions | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Do Now  Discuss with a Partner  Chalk Talk  Ticket to Leave  Quizzes  Classwork supplemental to information presented  Graphic Organizers | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Teacher created tests/quizzes  Comprehension Questions throughout lesson  Unit Test | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | **Suggestion: Performance Task**  **Powerpoint Presentation**  Students will present a Powerpoint listing the changes to the body, feelings and emotions tied with the stages of pubery. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| -Google Classroom  -Worksheet | | -Magazine/Newspaper/Internet Articles  Scholastics Articles/ Newsela | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.12.RI.9-10.1  LA.12. RI.11-12.1 | **Math**  MA.12.3.S-ID.B.5 | | **Science**  SCI.11-12.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP4 W.9-10.6 CAEP 8.1.12.A.2 | **Technology**  TECH 8.1.12.A.CS1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping**  **modeling** | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment**  **independent study** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *2 Days* | | | |